

COMMON CORE

CURRICULUM MAPS || ENGLISH LANGUAGE ARTS

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Kindergarten ▶ Unit 6

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# Wonders of Nature: Plants, Bugs, and Frogs

In this sixth six-week unit of Kindergarten, students enjoy reading emergent-reader informational texts and listening as picture books by Eric Carle and Robert McCloskey are read aloud.

ESSENTIAL QUESTION

?

How does nature inspire us as readers, writers, and artists?

Standards Checklist

OVERVIEW

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They build on the phonological and phonemic work done all year in Kindergarten by reading with the support of teachers and peers. Focusing on relationships among ideas in texts, students see growth and change through the lens of both fiction and informational texts. Learning about “cause and effect,” students recognize interactions in nature and the role that people can play in preserving nature. Students read about Monet, an artist who was inspired by the wonder of nature, as an introduction to revision in the creative process.

FOCUS STANDARDS

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These Focus Standards have been selected for the unit from the Common Core State Standards.

- **RL.K.10:** Actively engage in group reading activities with purpose and understanding.
- **RI.K.9:** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- **RI.K.8:** With prompting and support, identify the reasons an author gives to support points in a text.
- **RF.K.4:** Read emergent-reader texts with purpose and understanding.
- **W.K.6:** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- **L.K.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *[K]indergarten reading and content*. (emphasis original)
- **L.K.4(b):** Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.

[Common Core State Standards, ELA](#) (1.5 MB)

SUGGESTED STUDENT OBJECTIVES

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- Describe cause and effect relationships as they occur in the natural world and in fictional texts.
- Recognize the basic similarities and differences between two texts on the same topic: when both are informational, and when there is a pairing of fiction and non-fiction on the same topic.
- Read emergent-reader texts with purpose and understanding.
- Add or substitute individual phonemes in simple, one-syllable words to make new words.

- Read twenty-five high frequency words by sight.
- Write, draw, or dictate a narrative telling about something that happened in nature and a subsequent reaction.
- Relate the idea of writing revision to Monet's creative process, in which he was continually improving his artwork.
- Ask questions to learn more about the natural world.
- Use common affixes as clues to the meaning of an unknown word.

## SUGGESTED WORKS

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(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

### LITERARY TEXTS

#### Picture Books (Read Aloud)

- *Days with Frog and Toad* (Arnold Lobel) (EA)
- *The Carrot Seed* (Ruth Krauss and Crockett Johnson)
- *The Tiny Seed (The World of Eric Carle)* (Eric Carle)
- *A Tree is Nice* (Janice May Udry and Marc Simont)
- *Time of Wonder* (Robert McCloskey)
- *One Morning in Maine* (Robert McCloskey)
- *Jack and the Beanstalk* (Steven Kellogg)
- *Kate and the Beanstalk* (Mary Pope Osborne and Giselle Potter)
- *There was an Old Lady Who Swallowed a Fly* (Simms Taback)
- *Fireflies* (Julie Brinckloe)
- *The Very Lonely Firefly* (Eric Carle)
- *The Grouchy Ladybug* (Eric Carle)
- *The Very Quiet Cricket* (Eric Carle)
- *The Very Clumsy Click Beetle* (Eric Carle)
- *It's Earth Day* (Mercer Mayer)

#### Picture Books (Read Aloud / Independent)

- *Hi! Fly Guy* (Tedd Arnold) (E)

#### Poems (Read Aloud)

- "Two Tree Toads" in *Orangutan Tongs: Poems to Tangle Your Tongue* (Jon Agee) (E)
- Selections from *Insectlopedia* (Douglas Florian)
- "Little Black Bug" (Margaret Wise Brown)
- "The Caterpillar" in *Rossetti: Poems* (Christina Rossetti) (EA)
- "Trees" (Sarah Coleridge)
- *Over in the Meadow* (John Langstaff and Feodor Rojankovsky) (E)

#### Poems (Read Along)

- "Wouldn't You?" in *You Read to Me, I'll Read to You* (John Ciardi) (E)

#### Nursery Rhymes (Read Along)

- "Mary, Mary Quite Contrary"
- "Ladybug, Ladybug"

#### Songs (Sing Along)

- "The Ants Go Marching One by One"
- "Itsy Bitsy Spider"

### INFORMATIONAL TEXTS

#### Informational Text (Read Aloud)

- *Follow the Water from Brook to Ocean* (Arthur Dorros) (E)
- "Our Good Earth" in *National Geographic Young Explorer!* (April 2009) (EA)
- *The Reasons for Seasons* (Gail Gibbons) (EA)
- *The Seasons of Arnold's Apple Tree* (Gail Gibbons) (EA)
- *Red-Eyed Tree Frog* (Joy Cowley and Nic Bishop)

#### Informational Text (Read Aloud / Independent)

- *Living Sunlight: How Plants Bring the Earth to Life* (Molly Bang and Penny Chisholm) (EA)
- *A Tree is a Plant* (Let's-Read-and-Find-Out Science) (Clyde Robert Bulla and Stacey Schuett) (E)
- *From Seed to Pumpkin* (Let's-Read-and-Find-Out Science) (Wendy Pfeffer and James Graham Hale) (E)
- *From Tadpole to Frog* (Let's-Read-and-Find-Out Science) (Wendy Pfeffer and Holly Keller) (E Series)
- *From Caterpillar to Butterfly* (Let's-Read-and-Find-Out Science) (Deborah Heiligman and Bari Weissman) (E Series)
- *How a Seed Grows* (Let's-Read-and-Find-Out Science) (Helene J. Jordan and Loretta Krupinski) (E Series)
- *Frogs and Toads and Tadpoles, Too!* (Rookie Read-About Science) (Allan Fowler)
- *From Seed to Plant* (Rookie Read-About Science) (Allan Fowler)
- *Taking Root* (Rookie Read-About Science) (Allan Fowler)
- *Inside an Ant Colony* (Rookie Read-About Science) (Allan Fowler)
- *Maple Trees* (Rookie Read-About Science) (Allan Fowler)
- *Pine Trees* (Rookie Read-About Science) (Allan Fowler)
- *Cactuses* (Rookie Read-About Science) (Allan Fowler)
- *It Could Still Be a Flower* (Rookie Read-About Science) (Allan Fowler)
- *Plants That Eat Animals* (Rookie Read-About Science) (Allan Fowler)
- *It's a Good Thing There are Insects* (Rookie Read-About Science) (Allan Fowler)
- *Spiders Are Not Insects* (Rookie Read-About Science) (Allan Fowler)
- *Earth Day* (Rookie Read-About Holidays) (Trudi Strain Trueit)

## ART, MUSIC, AND MEDIA

### Art

- Claude Monet, *Water Lilies (The Clouds)* (1903)
- Claude Monet, *Water Lilies* (1906)
- Claude Monet, *Water Lilies* (1916-1923)

### Books (art-related)

- *The Magical Garden of Claude Monet* (Laurence Anholt)
- *A Blue Butterfly* (Bijou LeTord)

### Media

- *Linnea in Monet's Garden* (1999)

## SAMPLE ACTIVITIES AND ASSESSMENTS

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### Class Discussion / Reading / Informational Text

Create a cause-and-effect table (see below) to record your class work. Read a book such as *Earth Day* (Trudi Strain Trueit). As you read, encourage the students to think about why we need "Earth Day" and how celebrating this special day helps the earth. Build in personal accountability by asking students to draw, write, dictate, or act out their ideas before adding them to the chart. (RI.K.8, RI.K.10, SL.K.6)

Cause (Why we have a problem)	"Earth Day Activities" (Event)	Effect (How we help the earth)
• <i>People are careless and throw trash on the ground.</i>	• <i>Pick up trash around a stream.</i>	• <i>Fish have a healthier place to live.</i>
		• <i>Water is cleaner.</i>

### Writing / Narrative

Give students this prompt: Write (draw, dictate) a story about something amazing you have seen in nature. Be sure to include the name of what you saw (e.g., a firefly), the setting (e.g., a dark night in June, in my yard), and two events that happened (e.g., I chased it and caught it). Tell about how you reacted to the events (e.g., I screamed because I had a bug in my hand and didn't know what to do with it!) (W.K.3, SL.K.4, L.K.2d)

### Writing / Revision

Claude Monet painted water lilies over and over again. Tell the students to look at his paintings to see how they changed with the shifting light in his garden. Display the three paintings in chronological order, but spend time on the first one before showing the next one. Ask the students if they think he was doing the same painting over and over again or if he was painting it differently each time. Ask them what changed. Relate this idea to the revision process when writing stories. Hand back the nature stories (see Writing / Narrative) and ask the students to try writing them again, but to make them a little different this time by adding new details. Publish the writing in a digital format by scanning the student work and inserting it into a Power Point presentation. Students will present the work to parents as a culminating writing activity for the year. (W.K.5, W.K.6)

### Writing / Literary / Informational

After reading a chapter from *Days with Frog and Toad* (Arnold Lobel) and *From Tadpole to Frog* (Let's-Read-and-Find-Out-Science) (Wendy Pfeffer and Holly Keller), lead the following activity with the students: Work together to make a list of the ways the frog in the fictional book (Lobel) was similar to the frog in the non-fictional book (Pfeffer and Keller). Make a list of how the two frogs are different. Students may be ready to create this list themselves on their own personal graphic organizer. (RL.K.3, RL.K.10, RI.K.10,SL.K.6)

### Class Discussion / Reading / Informational

Read a book such as *From Tadpole to Frog* (Let's-Read-and-Find-Out-Science) (Wendy Pfeffer and Holly Keller) and then read *Red-Eyed Tree Frog* (Joy Cowley and Nic Bishop). (These books are both non-fictional books and they both talk about "toads.") Ask what the students noticed about how these books were the same and how they were different. (RI.K.9, RI.K.10, SL.K.6)

### Writing / Explanatory

After reading an informational text detailing a process, such as the life cycle of a butterfly or frog, have the students create a four page booklet showing the stages of growth in illustrations. Have them do so in complete sentences, as they are able. (W.K.2)

### Vocabulary / Drama

Create a word bank for "Ways Animals Move" (e.g., dart, fly, hop, and swim). Use these verbs to teach the -ed, -s, and -ing suffixes. Act out the words, adding adverbs to make the actions opposite in speed like "hopping slowly" or "hopping fast." (L.K.4b, L.K.5b)

### Reading / Fluency / Informational

Since students are reading, introduce them to the easy science texts in this unit. Spend time having the students read the books aloud with partners or alone. (RF.K.4)

## READING FOUNDATIONS

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### A PACING GUIDE FOR READING INSTRUCTION

This guide is based on the "reading foundations," writing, and language standards in the CCSS and is customized to the maps. Completed for Kindergarten and first grade (more grades to come), the guide tracks curriculum map units, as indicated in the first row of the document. Concepts of print, phonological awareness, and text reading fluency are all addressed and woven into a developmental progression that leads to word recognition and text reading. Accomplishment of these milestones can be achieved with daily practice and brief activities, suggestions for which are highlighted in the guide.

[Reading Foundations and Activities \(K: Units 1-3\)](#)

[Reading Foundations and Activities \(K: Units 4-6\)](#)

## ADDITIONAL RESOURCES

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[Animal Study from Fiction to Facts](#) (ReadWriteThink) (RI.K.10)

## TERMINOLOGY

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- cause
- creative process
- different
- effect
- explanatory writing
- revision
- similar

## MAKING INTERDISCIPLINARY CONNECTIONS

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### This unit teaches:

- **Art:** Monet (e.g., an artist, "Water Lilies")

- **Science:**
  - Plants (e.g., what plants need to grow, and seeds, flowers, and the parts of a plant)
  - Earth Day (e.g., pollution, recycling, conservation)
  - Seasons
  - Bugs and frogs (e.g., habitats and life cycles)

**This unit could be extended to teach:**

- **Art:** More famous art pieces inspired by nature
- **Science:** Weather (e.g., local weather patterns and daily weather changes)

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